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A publication prepared for use by elementary school teachers in Los Angeles offers background information on disadvantaged children. Discussed in three sections are some viewpoints on this population, their characteristics and needs, and some suggested activities. A final section offers " selected annotated bibliography. (NH)

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CHARACTERISTICS AND NEEDS OF DISADVANTAGED CHILDREN

An Instructional Bulletin

LOS ANGELES CITY SCHOOLS
DIVISION OF INSTRUCTIONAL PLANNING AND SERVICES
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FOREWORD

Characteristics and Needs of Disadvantaged Children has been prepared to provide elementary school teachers with background information which will assist them in understanding children whose economic disadvantages mitigate against their academic success.

There are many such children enrolled in the Los Angeles City Schools. They begin their formal education burdened by handicaps which limit not only their personal productivity and self fulfillment, but also which--if not removed--limit seriously their potential.

In this publication are detailed some characteristics typical of children who are disadvantaged and some needs which can be met effectively through a program of education. Traits of teachers who work successfully in disadvantaged areas are cited also, with emphasis upon those qualities dealing with human relations.

A number of activities are suggested to help develop in the disadvantaged child some of the understandings, attitudes, and skills which are necessary to his success in school. Sample activities are provided for all areas of the curriculum, with emphasis on the language arts.

Various studies and reports which enable teachers to develop greater insight into the problems of the disadvantaged are also included in this publication. The references are annotated.

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CONTENTS

Page

FOREWORD iii

ACKNOWLEDGMENTS iv

PART I - SOME VIEWPOINTS ON DISADVANTAGED CHILDREN 1

PART II - CHARACTERISTICS AND NEEDS OF DISADVANTAGED CHILDREN . . . 5

INTELLECTUAL AND ACADEMIC CHARACTERISTICS AND NEEDS 6

MEETING INTELLECTUAL AND ACADEMIC NEEDS 10

SOCIAL AND EMOTIONAL CHARACTERISTICS AND NEEDS 12

MEETING SOCIAL AND EMOTIONAL NEEDS 16

PHYSICAL CHARACTERISTICS AND NEEDS 18

MEETING PHYSICAL NEEDS 20

PART III - SOME SUGGESTED ACTIVITIES 21

LISTENING 22

SPEAKING 23

SPEAKING (Bilingual Child) 25

SPANISH 27

WRITING 28

READING 29

SOCIAL STUDIES 32

MATHEMATICS 36

SCIENCE 37

MUSIC 38

ART 39

HEALTH 40

SAFETY 40

Page

PHYSICAL EDUCATION 41

PRACTICAL ARTS 41

ATTITUDES 42

WORK AND STUDY HABITS 44

CITIZENSHIP 44

ASPIRATION 45

PART IV - SELECTED INFORMATION RELATING TO DISADVANTAGED CHILDREN . . 47

SOME STUDIES AND REPORTS 48

ANNOTATED BIBLIOGRAPHY OF SELECTED REFERENCES 54

SOME VIEWPOINTS ON DISADVANTAGED CHILDREN

The statements in the left column on this and the following pages represent some viewpoints based on misunderstanding or lack of information which may be heard in connection with disadvantaged children.* The statements in the column on the right are based on observation and evidence gathered by authorities in various fields as they studied the problems of disadvantaged children.

WHAT WE MAY HEAR	WHAT EVIDENCE REVEALS
"One set of subcultural mores guides the behavior of all disadvantaged children."	There is great variation in the attitudes of various ethnic and social groups toward such matters as the family, violence, school achievement, honesty, and language habits. Subcultural patterns vary considerably within groups, and habits differ significantly.
"Language programs need involve only instruction in standard English usage."	The major task of the teacher is to assist the pupil to learn to think through language and to communicate with others through language. Concern for language is far more basic and profound than attention to superficial aspects, such as drill.
"All disadvantaged children are apathetic or dull, and their classes are seldom exciting."	The potential for achievement is present for teachers to discover and develop. When this occurs, some children appear exceptionally creative and most are alert and intelligent.
"Discipline is a radically different problem in the classroom."	Most classes are orderly and responsive, and discipline seems largely a matter of teacher expectation.
"Disadvantaged learners cannot engage in inductive, inquiry-centered learning."	Disadvantaged children, like any others, can be taught to seek information and draw inferences on their own. They learn through activities in which children engage in inductive, inquiry-centered activities, such as viewing incidents first hand, describing them, and generalizing about them.
"Teaching positions in schools for disadvantaged children do not attract able teachers."	Administrators throughout the country report a substantial increase in the number of highly qualified teachers, some young, some experienced, but all interested

*The material on this page and part of the next page is quoted or adapted from Language Programs for the Disadvantaged (Champaign, Ill.: National Council of Teachers of English, 1965), pp. 24-27. Other sources are indicated at the end of each statement in the right column on succeeding pages.

WHAT WE MAY HEAR	WHAT EVIDENCE REVEALS
	in teaching the disadvantaged.
"Special training is not required for teaching disadvantaged children."	Specially trained, successful elementary school teachers who have mastered techniques and methods of teaching have been utilized in various school districts to direct instruction for disadvantaged children.*
"Ethnic groups differ in innate ability."	Klineberg (1963) found no scientifically acceptable evidence for the view that ethnic groups differ in innate ability. (Gordon, p.382)
"Since IQ is stable and constant throughout life, little can be done to increase the expectancy of disadvantaged children."	There is much evidence to show that I.Q. can be changed under varying conditions. (Riessman, p. 55)
"Disadvantaged children's intelligence cannot be tapped."	The intelligence of many children may be tapped if they are deeply involved in a specific problem on which they are working. (Riessman, p. 58)
"Disadvantaged children do not exhibit creativity."	Talent potential may be fairly widespread--a characteristic which can be transformed into talented performances of various sorts by the right kind of education. (Passow, p. 341)
	Disadvantaged children have creative potential, but it is often snuffed out and squashed. (Rainman)
	Disadvantaged children have the ability to modify their behavior if the reasons are good enough. (Rainman)
"Disadvantaged children dislike school; they are alienated from the school; and they resent the teachers."	There is a good deal of evidence that deprived children and their parents have a much more positive attitude toward education than is generally believed. Their attitude toward education and toward the school must be considered separately. (Riessman, pp. 10-11)

*Ibid.

WHAT WE MAY HEAR	WHAT EVIDENCE REVEALS
"Speed is the important thing. The fast child is the smart child; the slow child is the dull child."	A pupil may be slow because he is extremely careful, meticulous, or cautious, and because he refuses to generalize easily. In fact, there is no reason to assume that there are not a great many slow, gifted children. (Riessman, pp. 64-65)
"Disadvantaged children are inarticulate and non-verbal."	Disadvantaged children are fluent when they speak their <u>own</u> dialect. They can be encouraged to think outside their conventional verbal channels and to use intuitive thinking, curiosity, exploration, and guessing rather than memorizing rote oral responses. (Passow, p. 334)
"Disadvantaged children achieve less and have lower aspirations, both educationally and vocationally, than have middle class children. Their defeatist attitude frequently accounts for failure."	The school becomes the antidote for some of the defeatism of slum living: (1) internal improvements that would enable the school to function as a lever for upgrading the standards of the area as a whole can be made; and (2) the school, through the teacher, can serve as a catalyst for "social urban renewal." (Passow, p. 338)
	It has been established beyond any reasonable doubt that community and family background play a large role in determining scholastic aptitude and school achievement. (Conant, p. 12)
"Disadvantaged children will not go very far in the education system."	Disadvantaged children can view the probability of their educational success with optimism. They have the ability to find things to look forward to; to recognize real things to be hopeful about; to develop independent work habits; and they have the ability to do something well. (Rainman)
"Disadvantaged children present unique discipline problems. They place importance on toughness, excitement, and 'coming' activities. Their anti-social behavior jeopardizes the children and the society in which they live."	Disadvantaged children's societal rejection can be changed if the teacher: (1) instructs the children in rules, regulations, values, and customs of our society; (2) demonstrates to the children, by precept and example, their individual rights, responsibilities, and obligations in our society; and (3) receives and accepts the children

WHAT WE MAY HEAR	WHAT EVIDENCE REVEALS
	as significant human beings whose contributions are necessary for the continuance of our society. (Willie, p. 179)
"Disadvantaged children lack common courtesy, citizenship, sense of responsibility, and appropriate regard for authority."	Disadvantaged children may reflect their parents' attitudes. Their parents feel uncomfortable in the presence of a teacher who represents authority. The children do have the ability to like others and to relate to them in an acceptable manner. (Passow, p. 349)
"Disadvantaged children are deficient in culture and lack a particular culture."	Disadvantaged children may bring more than one particular culture into a classroom. This diversification of culture provides the opportunity for the children to interact with children who have a different way of life and values. (Rainman)

SOME CHARACTERISTICS AND NEEDS OF DISADVANTAGED CHILDREN

The characteristics and needs which are described on the following pages are those which may be typical of children who are disadvantaged, whatever their ethnic or regional origin.* Children may exhibit some of the characteristics without exhibiting others. They are individuals, with varying degrees and areas of disadvantagement, with strengths as well as weaknesses. As individuals, they have widely varying characteristics. In general, however, the characteristics cited are typical of a child whose socio-economic circumstances have caused him to be impoverished in various ways.

Children, advantaged or disadvantaged, Caucasian or non-Caucasian, learn their basic values and attitudes from parents and other family members. The home environment may be a handicap or a source of special advantage. Physical and social environments affect children's outlook on and perspective of life.

The school is a social institution which reflects the dominant culture of American society; disadvantaged children may be inclined to rebel against the school when they do not share its dominant values. Unable to reconcile their experiences at school with their own lives, and encountering failure and conflict too soon and too often, many children become discouraged in their early years and stop trying to learn.

Building the necessary sense of adequacy in these children is a prime task of the teacher, and to teach them effectively is to display the highest professional competence and commitment. Teachers must know and understand the characteristics, needs and social and cultural backgrounds of disadvantaged children of minority ethnic groups to function as effective agents of change in their lives.

In the following chapter, some characteristics and needs of disadvantaged children are identified and categorized under the headings: Intellectual and Academic; Social and Emotional; and Physical. They are followed by guidelines for effective teacher behavior in each area of need.

Samples of specific activities for building attitudes and skills related to school achievement and success are provided in another chapter.

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*Quoted from, or based on, material contained in A Compensatory Education Plan: Educational Opportunities Unlimited (Los Angeles Unified School District: Office of the Superintendent of Schools, 1965).

INTELLECTUAL AND ACADEMIC CHARACTERISTICS AND NEEDS

Characteristics	Needs
Typically may seem to be inarticulate and nonverbal, yet are verbal in their own way, at their own level. (Riessman, 1963)	Need encouragement, especially during early years of school, to speak freely and spontaneously.
Typically have parents who do not have the language skills to enable them to foster their children's language and cognitive development. (Metfessel, 1965)	Need to develop and improve receptive and expressive communication language skills.
In a preliminary analysis of verbal and classificatory behavior in young Negro children, demonstrated that middle-class children surpass disadvantaged children in: (a) possessing a larger vocabulary; (b) possessing a higher non-verbal IQ; (c) being able to produce a best-fit response; (d) being able to succeed at conceptual sorting and verbalization behavior. (John, 1963)	Need to receive specialized instruction in fundamental academic skills. Need to be educationally grouped by means other than the usual standardized IQ and achievement tests. (Educators cannot infer learning ability from measured intellectual level alone.)
Typically during their formative years, experienced a verbal environment permeated with: (a) casual observations of standard English inflections; (b) simple, monosyllabic words; (c) frequently mispronounced words; (d) rare use of "socially acceptable" descriptive or qualifying terms; (e) the simple sentence or sentence fragment; and (f) profuse use of regionalisms, slang, and cant. (Newton, 1964)	Need to become familiar with patterns of standard speech. Need many opportunities to use oral language. Need a teacher who is a model of good speech habits. Need many experiences in listening to good literature, well read.
Typically are crippled in language development because do not perceive the concept that objects have names and that the same object may have different names. (Metfessel, 1965)	In addition to vocabulary improvement, need to apply the principle of concept differentiation to understanding directions in reading.

Characteristics	Needs
Typically use a great many words with fair precision, but not those words representative of the school culture. (Metfessel, 1965)	Need to learn alternative ways of saying things rather than being forced to abandon their alien terminology.
Typically, as poor readers, cannot shift attention between auditory-visual modalities as rapidly as normal readers. (Katz and Deutsch, 1963)	Need to approach learning how to read through more individualized, diagnostic methods and through the use of own language, as recorded.
Typically learn more readily by inductive than deductive approaches. (Metfessel, 1965)	Need to learn by the part-to-whole method.
Typically need to recognize concrete applications of what is learned related to immediate sensory and topical satisfactions. (Metfessel, 1965)	Need to utilize normal school routines as formal learning experiences; e.g., daily nutrition.
Typically have marked weaknesses in utilizing abstract cognitive processes (because of vocabulary difficulties); favor concrete, stimulus-bond learning situations. (Newton, 1964; Goldberg, 1963)	Need to concentrate on improving vocabulary and adding new words. Need to learn from the concrete to the abstract.
Typically have a cognitive style which responds more to visual and kinesthetic signals than to oral or written stimuli. (Metfessel, 1965)	Need to learn through sensory approaches.
Typically are placed at a marked disadvantage in timed test situations. (Metfessel, 1965)	Need to develop verbal skills which help them to understand what is expected.
Typically perform school tasks slowly; teachers think "fast is smart, slow is dull;" which is not necessary so. (Reissman, 1963)	Need to learn via individualized approaches. (School needs to identify the "slow gifted.")
Typically have poor attention span. (Metfessel, 1965)	Need to learn to understand and to follow directions given one at a time, to be completed before the next direction is given.

Characteristics	Needs
Typically persevere longer in a task when engrossed in a single activity. (Metfessel, 1965)	Need to learn through participating in and completing one task at a time.
Typically have significant gaps in knowledge and display uneven learning. (Metfessel, 1965)	Need to learn things which more advantaged learners assume or take for granted.
Typically have high achievement value orientation if they are white and low achievement orientation if they are Negro. (Smith and Abramson, 1962)	Need to internalize a more beneficial achievement-values system.
Frequently end the achievement habit before it has begun. (Metfessel, 1965)	Need to learn through sequential completion of successful experiences.
Anglo-American children (fourth and sixth graders) of low IQ are slow learners as compared with Mexican-American children of the same IQ. Mexican-Americans of above-average IQ do not differ significantly in learning ability from Anglo-Americans of the same IQ. (Jensen, 1961)	Need to understand the benefits of independent inquiry and to search out the "whys" behind what is learned. Need to learn to study so that they possibly can tutor underachieving peers.
Frequently learn less from what they hear than their middle-class counterparts. (Metfessel, 1965)	
Frequently have had little experience in receiving approval for success in a learning task. (Metfessel, 1965)	Need to receive approval as reward to reinforce their success motivation.
Typically have poor academic judgment because of their limited experiences. (Metfessel, 1965)	Need to enjoy wider experiences to increase their ability to make academic decisions.
Typically come from homes where there is a sparsity of objects, such as toys and play materials of different colors, sizes, and shapes.	Need training in color concepts, directionality, position, relative size.
Typically have little encouragement of their fantasy lives. (Metfessel, 1965)	Need to learn that imagination can be a useful and creative tool and that it is good and acceptable.

Characteristics	Needs
Frequently come from a home environment with such a paucity of objects that their conceptual formation development is adversely affected. Their level of curiosity also is reduced. (Metfessel, 1965)	Need to extend learning through use of concrete objects to abstract concepts, to gain ability to generalize, to develop curiosity through experiences with things to be curious about.
Typically have had few out-of-school experiences which are translatable to the school culture. (Metfessel, 1965)	Need to enrich their life experiences through out-of-school resources.
Typical Negro preschoolers are exposed to a rich, unique, and creative language characteristic of their subculture; however, their language is significantly different from that of the dominant culture, particularly of the school. (Moore, 1964)	
Typically first-grade children with preschool experiences score significantly higher in IQ than do those without such experiences. (Deutsch and Brown, 1964)	Need experiences in early childhood to close gaps in learning.
Typically lower in skill achievement by the sixth grade, showing up most clearly in the tool subjects of reading and arithmetic.	Need careful development of reading skills and mathematics skills and concepts.
	Need especially in the upper grades, opportunities for remedial instruction, both in and out of class.
For children growing up under adverse circumstances, the IQ may be depressed by a significant amount...intervention at certain points (especially in the period from ages 3 to 9) can raise the IQ by as much as 10 to 15 points.	Need qualitative and quantitative evaluation of language skills.

MEETING INTELLECTUAL AND ACADEMIC NEEDS

The effective teacher:

- Considers the needs of disadvantaged children in planning the instructional program, in providing instructional materials, and in teaching.
- Explores concrete, creative, motivational approaches to instruction in all subjects.
- Does a meaningful job by teaching children subject matter, not teaching subject matter to children.
- Is aware of special programs that are available and makes proper referrals for individual needs.
- Explores and utilizes effective ways of developing the abilities of each child.
- Is alert in identifying underachieving but gifted children and in capitalizing on their potential.
- Provides immediate attention to pupils who exhibit difficulties in learning to read. Uses diagnostic methods to identify difficulties as soon as possible to anticipate failure and to develop a means of coping with them through some positive strategy.
- Encourages a new attempt when incorrect responses are made and confirms and praises when the pupil has discovered or achieved an acceptable solution. Reinforces learning that takes place.
- Provides a rich selection of various types of library and supplementary books.
- Provides, when appropriate, learning opportunities in which concrete, manipulative materials are used before more abstract lessons are planned.
- Arranges for excursions (walks in the community; field trips to art centers, museums, zoos, and theaters) from which children learn through various senses. Uses the experiences as incentives for additional instruction.
- Recognizes that children's listening habits have not been reinforced at home. Provides many opportunities for listening with a purpose.
- Speaks in a quiet, clear, and pleasant voice which invites attention.
- Helps to develop auditory discrimination by providing varied activities during which the children listen to the teacher as well as to other persons who use standard language effectively.

The effective teacher:

- Demonstrates faith in children's ability to learn.
- Gives recognition for genuine effort. Provides assistance and encouragement when necessary to establish a pattern of success.
- Prepares adequately for each day's work.
- Accepts the fact that the children may come to school using a non-standard English and does not demean it.
- Leads children to acquire a "wardrobe of language" for different occasions.
- Encourages spontaneous oral expression, but suggests alternate ways of expression when unacceptable terminology is used.
- Employs various methods--such as role-playing and the use of tape recorders--to stimulate discussion and to encourage oral participation.
- Recognizes the importance of language and reading to success in other subjects and provides opportunities for children to develop the basic skills necessary to school success.
- Exposes children to good literature. Reads aloud every day prose and poetry suitable to children's interests and maturity levels; motivates them to listen to standard speech used in a pleasant situation.
- Provides directions which are clear and simple enough so that children know what is expected of them. Increases expectations as children become more confident and proficient.
- Works consciously to establish a pre-intellectual attitude in the children.
- Involves children in making choices and decisions.
- Helps children to establish goals which they can reach. Gradually encourages them to work toward goals which are more distant and less tangible but still attainable.
- Helps children to review what they have learned at the end of each day to emphasize daily accomplishment and the realization of goals.
- Makes an effort to help children and parents understand the educational purposes and program of the school.
- Encourages parents to attend classes which would benefit them and their children.
- Continues to grow intellectually in order to enrich his own life as well as those of the children in his charge.

SOCIAL AND EMOTIONAL CHARACTERISTICS AND NEEDS

Characteristics	Needs
Frequently have parents who fear that the increased education of the children will alienate them from their families. (Metfessel, 1965)	Need to participate in closer home-school relations and to have their parents involved in the education process.
Negro and Caucasian first- and fifth-grade children coming from homes where fathers are present had significantly higher IQ scores than children from fatherless homes. This was true for males, females, and the combined group. (Deutsch and Brown, 1964)	Need to learn how to relate to adequate adult models, who in turn will help to teach the whole child.
Frequently have parents who communicate negative appraisals of the school establishment because of their own difficulties in coping with the school culture. (Metfessel, 1965)	
Typically are members of families from neighborhoods with socio-cultural standards which are non-complementary to social stability and academic achievement: hyper-mobility, family instability, distorted model relationships, housing inadequacy, economic insufficiency, as well as hyper- and hypo-stimulation. (Newton, 1964)	Need to be offered courses of study tailored specially to their sociocultural needs. Need to be studied in their socio-cultural environment. More research is needed to understand the inter-active process between the individual and his environment.
In a comparison of Caucasian and Negro first graders and fifth graders, it was demonstrated that the Negro pupils had consistently higher frequency of broken homes and resulting family disorganization which varied directly with social class and with race. (Deutsch and Brown, 1964)	Need to receive specialized services within the family unit.
Frequently member of a submerged but visible cultural minority. (Newton, 1964)	

Characteristics	Needs
If they are children of lower socio-economic levels, they make more modest estimates of their ability than do children of higher socio-economic levels. (Wylie, 1963)	Need to improve their self-concept, self-image, self-confidence, and their social relations.
Frequently fail because expect to fail, which only tends to reinforce feelings of inadequacy. (Metfessel, 1965)	
Typically wrestle with the establishment of self-identity. (Bloom, Davis, and Hess, 1965)	Need to be evaluated for capability and to be offered special instructional programs to help establish favorable ego development.
Frequently find the limited horizons in their lives functioning as a depressant to their motivations, aspirations, and thus their achievement. (Newton, 1964)	Need to participate in a variety of experiences beyond their immediate and usual environment.
Typically were born in and lived during formative years in the particular regions of the United States (southern rural farm or mountains, Appalachia, or metropolitan ghetto). Generally in the second or third generation of an "inherited poverty" family. (Newton, 1964)	
Attend a school which is responsible not only for the learning of subject matter and intellectual skills but also for the learning of basic attitudes and values. There is considerable evidence that teachers (both Caucasian and Negro) respond differentially to Caucasian and Negro children as well as to children of different social classes. (Bloom, Davis, and Hess, 1965)	Need to learn under the most positive set of human interactions, especially in the early years of school. (The school needs to have an active program of integration plus appropriate sequential patterns of learning experiences.)

Characteristics	Needs
Typically may value education but dislike school; true of both parents and children. (Riessman, 1963)	Need to understand first the utilitarian value of an education; later, finer values of an education will be more acceptable to them.
Typically show general disenchantment with any type of book-centered learning. This reaction may take the form of aggressive, defensive, or dissociative behavior. (Newton, 1964)	Need to understand, without coercion, the value of written work.
Typically have parents working at jobs which require little education; have the impression that school is thus not particularly important in terms of preparation for life. (Metfessel, 1965)	Need to be taught that education will "pay off" for them in the long run. Need to have a realistic appraisal of of what is required in the way of preparation for various jobs. Need to discuss careers at an early age.
Typically, if they are preschool Negro children, tend to assume more responsibility for their siblings than do advantaged children. (Moore, 1964)	Need to help in building on the positive personality traits which they already possess.
Typically have little preparation for recognizing the importance of schooling in own life. (Goldberg, 1963)	
Typically are oriented to present as against future gratification. Perceive school as interfering with present gratification. (Goldberg, 1963)	Need to understand schooling as a necessary preparation in the present for rewards in the future.
Typically may seem to be socially backward, socially misfitted, but actually do want to know how to fit in. (Riessman, 1964)	Need to learn how to function efficiently and independently in society and on the job.
Typically lack a family environment in which questions are asked and answered. (Metfessel, 1965)	Need to understand that adults, especially teachers, are people who will answer the questions.

Characteristics	Needs
The ego development of Negro children in the U.S. manifests various distinctive properties . . .	need to see his ethnic group participating in a positive manner in the community, in the society at large, and in day-to-day experiences of the dominant cluture.
. Matriarchal type family structure	
. Restricted opportunities for acquiring educational, vocational, and social status	
. Varying degrees of segregation from the dominant white majority; . . . a culturally fixed devaluation of their dignity as human beings (Ausubel, 1963)	
The Negro boy often has no adult male with whom to identify in the frequently fatherless Negro family (and) finds maleness deprecated in his matriarchal and authoritarian home. (Ausubel, 1963)	Need to observe relationships (real and vicarious) and to participate in activities with appropriate adult male.
Beginning in the preschool period, the Negro child gradually learns to appreciate the negative implications of dark skin color for social status and personal worth. (Ausubel, 1963)	Need to be represented in a realistic and a positive manner in the literature used for educational purposes.
Reluctance to acknowledge his racial membership (preference for white dolls and playmates) not only results in ego deflation but also makes it difficult to identify with his parents and to obtain from such identification the derived status that universally constitutes the principal basis for self-esteem during childhood. (Ausubel, 1963)	Need evidence that society as a whole regards him with respect.

MEETING SOCIAL AND EMOTIONAL NEEDS

The effective teacher:

- Makes a sincere effort to understand the characteristics, cultural background and needs of disadvantaged children. Is sensitive to the complexity of their problems and inner conflicts and attempts to discover why they are as they are.

- Establishes rapport with disadvantaged children based on mutual understanding and confidence in each other's abilities.

- Displays an awareness of, respect for, and interest in each child. Comments on positive qualities whenever possible.

- Assists children to build a positive self-image by helping them to perceive their assets and to use them to optimum advantage. Commends pupils whenever properly directed initiative is displayed.

- Shows evidence of personal warmth and friendliness in a simple, dignified fashion without excessive display.

- Plans the program in such a way as to give children the chance for success at every opportunity. Builds on the successes and reinforces consistently.

- Provides opportunities for children to learn about their own ethnic group as well as others.

- Makes a sincere effort to understand the inner personal conflicts of disadvantaged children.

- Counsels and disciplines when necessary, maintaining a fair, firm, and friendly attitude.

- Rewards evidences of self control. Plans in such a way that children are not expected to exercise control beyond their limitations.

- Provides opportunities for children to see themselves and their ethnic group in a realistic and positive light.

- Creates an atmosphere within which cooperative pupil-teacher planning, individual and group self-discipline, and self-expression are possible.

- Remembers the courtesy of making an appointment with parents when planning to visit the home.

- Develops a positive basis for communication with parents. Informs the parents when the child has done something especially commendable. Suggests ways in which parents can help to increase learning; makes suggestions for family outings.

The effective teacher:

. Accepts all children. Fosters in himself the philosophy of giving "something of value to someone of value."

. Demonstrates that he cares about children. Tries to know each child (interests, problems, strengths, weaknesses) by making opportunities to talk with him.

. Examines the influence of culture on his own behavior. Acknowledges that his values and children's values may conflict and that children may have a diversity of values.

. Acts as a model of the qualities which are considered desirable for the children to develop and maintain.

. Views himself realistically. Is conscious of his own limitations and idiosyncracies.

. Has a sense of humor and is adaptable and flexible.

. Shows consistency in classroom routine, standards, and disciplinary actions.

. Recognizes that children want limits and that they respect clearly designated standards which they have had a part in establishing.

. Recognizes that children are influenced by their peers, and uses peer approval to achieve desirable behavior in individuals.

. Recognizes that children can learn effectively from other children and permits them to work together as needed.

. Uses approaches which are geared to the individual. Understands that the way in which a person views himself is the way he will behave.

. Provides for emotional outlets with opportunities for creative activities.

. Praises children for their successes and encourages and assists them when they fail.

. Praises children for positive personal qualities to build their self image.

. Is aware of children with psychological and emotional problems and makes proper referals.

. Involves the children in the responsibility of maintaining a harmonious atmosphere and in taking pride in the classroom, their personal property, and other public property. Uses children's suggestions whenever feasible to solve problems, such as those which occur when children move between classrooms and other areas.

. Encourages the development of pride in ownership and care for property by providing children with something of their own to care for, such as a new box of crayons or labels for their own materials.

PHYSICAL CHARACTERISTICS AND NEEDS

Characteristics	Needs
Revealed, in a study of preschool Negro children, that: (a) there are commonly varying degrees of deprivation within the same disadvantaged family; (b) their homes are significantly lacking in positive educational tools, tradition, motivation, and attitudes; (c) leisure time appears to be a liability rather than an asset in the disadvantaged culture. (Moore, 1964)	Need to be involved together with their parents in the education process. Need to learn specifically how to make optimum use of leisure time. (The role of the school-community coordinator seems to be clear in meeting the needs expressed in this section.)
Negro preschoolers frequently have parents who: (a) do not invest experimentally in the education of their children until the latter are of school age; (b) tend to defer the needs of the preschoolers in preference to meeting the needs of the older children. (Moore, 1964)	Need to participate in closer home-school relations, to have their parents involved in the education process.
Preschool Negro children who live in a housing project are faced with the fact that: (a) the physical structure of such a project creates conditions that are barriers to learning and contribute to undesirable behavior; (b) the conditions in a housing project and its immediate surroundings are such that they tend to develop inattentiveness. (Moore, 1964)	Need to learn particular study skills and habits which are conducive to academic success.
Typically lack the physical necessities of life. Prior satisfaction of basic needs (adequate nutrition, sleep, rest, clothing, exercise, living conditions, medical care) is necessary before human beings can become concerned with and perform high-level functions. (Bloom, Davis, and Hess, 1965)	Need adequate breakfast and lunch; need frequent physical examinations by nurses, doctors, and dentists; need necessary clothing.

Characteristics	Needs
Frequently live under environmental conditions that are detrimental to good health. In our school systems, segregated or desegregated, there is a significantly larger number of organically injured Negro children who must contend with further consequences of socio-cultural disorganization. (Pasamanick and Knoblock, 1958)	Need to learn that thorough and regular medical and psychological services are very important to good health and to accept school medical services.
Typically disciplined by physical force and discomforted by the "reason" approach to use of discipline in school. (Metfessel, 1965)	Need to build insights into the causes and consequences of personal behavior. Need to learn discipline by the "reason" approach used in school.
Tend to have significantly more similarities than dissimilarities in their physical, intellectual cognitive, emotional and social patterns of behavior; consequently differences are much more correlated with degree than kind. (Metfessel, 1965)	

MEETING PHYSICAL NEEDS

The effective teacher:

- Is a model of good grooming and health standards.
- Teaches health and safety. Involves children in formulating standards.
- Is consistent about promoting and reinforcing health and safety habits.
- Recognizes that a hungry child is in no condition to learn. Plans for a nutrition period and makes arrangements for the entire class to participate.
- Maintains physical conditions in the classroom which are conducive to learning.
- Is aware of children with special physical needs and makes the proper referrals.
- Is aware of the appearance of each child and commends him for his efforts to improve cleanliness and grooming.
- Alternates periods of physical activities with periods of quiet activities.
- Enlists cooperation of parents with regard to maintaining cleanliness and regularity of meals and bedtime and in establishing a time and place for children to study.
- Provides opportunities to relieve tensions through vigorous physical activity.

PART III

SOME SUGGESTED ACTIVITIES

On the following pages are descriptions of some suggested activities from which the teacher may make selections. These are samples of types of activities rather than complete sequences. Although a range of difficulty is represented, no attempt is made to denote grade levels. Many of the activities can be used appropriately at any grade level; however, some are more suitable for the young child, and others are used more effectively with the more mature child.

Activities selected should be purposeful, meaningful to the children, and within their capabilities. The teacher may adapt activities and materials to the needs of pupils.

This section is arranged in three columns. In the first column, the purpose stated is the goal for the child. The activities described in the second column are addressed to the teacher. In general, when the term "bilingual" is used, it refers to the Spanish-speaking child, although some of the activities may be applicable to other non-English speaking children. Some materials are suggested in column three. However, the list is not intended to be complete. For current materials to meet varying needs, teachers should consult permanent school collections, library lists and catalogs, audio-visual catalogs, and issues of the Audio-Visual News.

Effective learning depends more upon the teacher than the activity or the material used. Development of learning patterns, language concepts, and perceptive skills is governed by the way in which the teacher plans, motivates, guides, and evaluates daily activities. Among the more important elements of instruction are: teacher-pupil rapport; a climate suitable for learning; planning in terms of pupil abilities, interests, and needs; and timely guidance and encouragement.

Classroom activities should bridge experience gaps, stimulate children to further learning, and provide the success which helps to build favorable and lasting attitudes toward school.

PURPOSES	ACTIVITIES	MATERIALS
LISTENING	Teacher:	
To learn to listen.	Listens to the children. Motivates them to listen through many approaches, including use of listening games, literature, and music.	Alexander, Cecil. All Things Bright and Beautiful. New York: Scribner, 1962.
To learn to listen to and follow directions.	Sets listening goals with the children. Conducts instruction only after getting children's attention. Keeps directions simple; presents one at a time. Looks directly at the group and waits until talking has ceased before proceeding with directions.	Bonsall, Crosby. Listen, Listen! New York: Harper, 1961. Study Center Kit, Listening, Primary Grades.
	Uses the tape recorder to give directions for small group lessons in the study center.	Tape recorder Record player Records
To be introduced to literature. To learn to enjoy the beauty of language.	Uses poetry from time to time throughout the day. Encourages children to participate. Reads poetry to children. Permits them to express what they like about a poem and why, but does not require elaborate analysis or follow-up after each experience.	Armour, Richard. Animals on the Ceiling. New York: McGraw, 1966. Cole, William. What's Good for a Six-Year-Old? New York: Holt, 1965.
To develop imagery. To learn new vocabulary.	Motivates the children to find, read, and share poems which they like.	Field, Rachel. Poems. New York: Macmillan, 1957.
To develop familiarity with the sounds and patterns of standard English.	Provides opportunities for choric verse and individual recitation of selected poems which the children especially like and wish to share. Tells stories and reads stories. Selects recorded stories for use with books in study center. Plays albums of stories. Listens to children retell stories. Builds standards for children in listening to each other.	McEwen, Catherine. Away We Go! New York: Crowell, 1956. Mother Goose. Brian Wildsmith's Mother Goose. New York: Watts, 1964.
To hear different dialects.	Provides opportunities to listen to and compare dialects heard on radio or television programs.	Untermeyer, Louis. (Ed.) Golden Treasury of Poetry. New York: Golden Press, 1959.
To develop discrimination between sounds.	Uses games, music, sounds in the environment to develop aural discrimination: High - low fast - slow loud - soft same - different	Song bells Rhythm instruments Record player Records

PURPOSES	ACTIVITIES	MATERIALS
SPEAKING	Teacher:	
To develop oral language skills and ability to speak in complete sentences.	Is a model of good speech. Plans a specific program for the development of standard English.	Course of Study for Elementary Schools. 1964 Revision. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. 375.
	Provides opportunities to ask questions during instruction.	
To increase vocabulary.	Uses games to motivate vocabulary extension; i.e., dramatization of antonyms.	Word cards Pictures of opposites
	Provides many opportunities for "prestige assignments;" i.e., making announcements.	
	Provides opportunities to verbalize frustrations as well as accomplishments when there is definite need (conflicts on the yard), or when a child's experience presents an opportunity for group discussion.	Beim, Lorraine. Carol's Side of the Street. New York: Harcourt, 1951.
	Provides opportunities for children to talk without interruptions.	Burden, Shirley. I Wonder Why. New York: Doubleday, 1963. (Teacher Ref.)
	Provides opportunities for children to talk about their own cultures.	Ets, Marie Hall. Nine Days to Christmas. New York: Viking, 1959.
	Recommends non-English speaking children for enrollment in class for non-English speaking.	Evans, Eva. All About Us. New York: Golden Press, 1947.
To develop the habit of using courteous speech.	Provides examples of appropriate forms of greetings.	Chandler, Ruth. Ladder to the Sky. New York: Abelard-Schuman, 1959.
	Helps children to use a proper form of introduction and other language etiquette.	De Angeli, Marguerite. Bright April. New York: Doubleday, 1946.
	Accepts the children's spontaneous speech, but provides alternatives when necessary.	Weiss, Edna. Truly Elizabeth. Boston: Houghton, 1957.
To learn alternate way of expressing ideas in speech.	Provides examples of other ways to say the same thing. Restates and paraphrases ideas so that a model of standard English usage becomes familiar to the child and ultimately becomes a part of his response. For example: A child says, "He goed home." The teacher says, "Did you say Jim went	

PURPOSES	ACTIVITIES	MATERIALS
SPEAKING (cont.)	Teacher: home? When did he go home?" A child says, "Alice knowed the answer." The teacher says, "Yes, Alice knew the answer."	Frasconi, Antonia. See and Say. New York: Harcourt, Brace, 1955.
	Provides opportunities for children to speak to each other in complete sentences.	Keats, Ezra Jack. My Dog Is Lost! New York: Crowell, 1960.
To understand that there are various dialects spoken in the United States. To compare different kinds of speech.	Arranges for children to listen to short phrases spoken in standard English and in different dialects.	Tape recorder Tapes of different dialects and of standard English
To accept the need for a widespread use of standard English and the need to learn it.	Provides opportunities for children to listen to standard English on radio and television programs. Guides a discussion about the kind of English heard on these programs and the kind used in newspapers.	Television Radio Record player Records
	Motivates children to build lists of words that they will learn to pronounce correctly.	Word books
To practice using standard English	Provides opportunities for each child to practice and record his own speech. Replays tapes so that children can listen to their own pronunciation of words and phrases. Lets them compare "before" and "after" practice recordings and make their own evaluation of their progress.	Tape recorder Tapes Telephone
To communicate meaning to others.	Encourages children to practice giving directions to others as other children attempt to follow the directions.	
	Recommends children with speech difficulties for enrollment in speech class.	
To acquire and to use new vocabulary.	Provides new materials which broaden children's experiences and vocabulary.	Puzzles Form boards Flannel board and cutouts color disc Large pictures for discussion

PURPOSES	ACTIVITIES	MATERIALS
SPEAKING (Bilingual Child)* To learn the English names of objects.	Teacher: Uses the environment to build vocabulary. Takes children on a walk around the school, naming staff members and identifying and naming objects and areas.	Language Arts in the Elementary Schools. Part I. 1961 Edition. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. 607.
	Uses games to identify and to name familiar objects, such as books, chairs, and coats. Holds objects for class to see and uses hand motion to indicate teacher's turn to speak and the children's turn to respond.	
	Reinforces learning in many ways. Shows large color pictures of objects (without labels). Supplies names as needed, and children repeat or supply names, if possible.	Real objects, models, photographs, or pictures of real things.
To become familiar with new vocabulary and patterns of standard English speech. To learn to ask questions and to answer questions in complete sentences.	Models speech patterns, such as: What is this? This is a _____. What's this? It's a _____. What is that? That is a _____. What's that? That's a _____. Is this a ____? Yes, it is a ____. No, it is not a ____. No, it isn't a _____. Are you _____? Yes, I am _____. No, I'm not _____. It's on, in, under, above, beside, in front of, in back of, etc. (Demonstrates with real objects.)	Frasconi, Antonia. See and Say. New York: Harcourt, Brace, 1955. Smith, William Jay. What Did I See? New York: Crowel, 1962. Funk, Tom. I Read Signs. New York: Holiday House, 1962. Dines, Glen. Pitidoe, The Color Maker. New York: Macmillan, 1959. Redfield, Marion H. El Gusto Es Mio. Boston: Heath, 1958. Kirkpatrick, Leonard. How Old Are You? New York: Abelard-Schuman, 1958.
	Uses sentence games, such as: The dog jumps. Who jumped? What else jumps? The dog jumped. The cat jumps. The cat jumped. The boy jumps. The boy jumped.	
	Teaches standard English consistently through the use of sequence of speech patterns until they are used habitually.	
	Helps children to use correct language in many situations, such as for discussion, greetings, social courtesies, days of the week, months, time, holidays, weather, health, safety, and physical education. Helps children to use vocabulary of color, size, shape, and direction when working with various art media.	Holiday posters Health posters Large calendar Tempera, crayons, paper.

*Non-English speaking.

PURPOSES	ACTIVITIES	MATERIALS
SPEAKING (Bilingual Child) (cont.) To become confident in the use of standard English pronunciation.	Teacher: Helps the bilingual child to produce sounds in English which may not be in his primary language and which, therefore, are unfamiliar, such as (voiced), TH (voiceless), SH, S, Z, V, and others. Develops activities which provide necessary practice in use of sounds. TH: that they mother father brother TH: thirteen three thank thirty Directs children to: Place the tongue between the upper teeth and the lower lip, with the tip of the tongue protruding beyond the teeth a little. Blow air only between the upper teeth and the tongue. Raise upper teeth just a little to rest on the tongue while blowing the air through the teeth. SH: "The quiet sound" _____sh_____. (Puts finger to mouth and makes the sh sh sh sound very long.) shoe show shop shake CH: Short explosive sound. chop chip chair S: "The snake sound" sssssssss see saw sleep With consonant blend make the sssss very long. ssstask sssskate sssstatic sssstation sssssnake Z sound in S: "The honey bee sound" zzzzz in s. is busy goes was lose close	Speech in the Elementary School. 1949 Edition. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. 479. Objects and picture cards illustrating sounds being taught and practiced. Bonsall, Crosby. Listen, Listen! New York: Harper, 1961. Borten, Helen. Do You Hear What I Hear? New York: Abelard-Schuman, 1960. Poems which provide practice with use of sounds through repetition. Mirror to show how sounds are made with lips and tongue. Teaching Reading in the Elementary School: Phonic and Other Word Perception Skills Los Angeles City Schools: Div. of Instr. Serv., Instr. Bulletin No. EC-110, 1966.

PURPOSES	ACTIVITIES	MATERIALS
SPEAKING (Bilingual Child) (cont.) To develop vocabulary and to increase spelling skill through experiences which provide immediate success and satisfaction.	Teacher: Helps children develop a Vocabulary Book, Spelling Book, or English-Spanish Dictionary Book for themselves with some words that are spelled in the same way and which have the same meaning in English and in Spanish, such as words that end in: OR: actor, conductor, doctor, error, motor, protector, tenor, terror AL: animal, central, continental, corral, mineral, municipal, plural AR: irregular, particular, regular, singular	Individual English-Spanish dictionaries New Words Spelling Book Chart of examples New Words File Box (with some pictures)
To encourage interest in and appreciation of another language.	In some words that end in a vowel, drop the vowel in Spanish for the English meaning: A: artist, comet, dentist, list, optimist, palm, person E: abundant, accident, important, part, patent, post, president O: acid, banker, cement, comic, contact, correct, insect Others: Change cion to tion for English. administracion - administration construccion - construction constitucion - constitution Develops games and riddles with children, using the new vocabulary.	Charts of examples of words which have the same meaning in English and Spanish: adobe algebra chocolate control plan Construction paper Paper for booklets Objects (real and models) and pictures of objects with common English-Spanish names.
SPANISH	Encourages children to find examples of the Spanish heritage in their environment. Encourages bilingual children to participate whenever possible; i.e., through enlisting their assistance in comparison of languages; assigning responsibility in the television Spanish program, "Of Course We Speak Spanish;" helping other children with pronunciation; reading a simple, familiar story in Spanish. (Grade 6).	Television programs Radio-Television Ways to Learning King, Patricia. Elena La Ballena. Chicago: Follett, 1960.

PURPOSES	ACTIVITIES	MATERIALS
WRITING	Teacher:	
To learn specific writing skills.	Teaches specific writing skills.	Chalkboard Chalk Dictionary boxes Word Book Dictionar
	Uses children's experiences to motivate written expression: approved field trips, approved walking trips to local points of interest, and films viewed in the classroom.	Course of Study for Elementary Schools. 1964 Revision. Los Angeles City Schools Div. of Instr. Serv. Pub. No. 375.
To communicate with others in writing.	Records experiences dictated by children, individually and as a group.	
	Provides opportunities for writing individual reports, stories, and poems.	Language Arts in the Elementary School. Part I. 1961 Editio Los Angeles City Schools: Div. of Instr. Serv., Pub. No. 607.
	Motivates written expression. For example, shows photographs of children playing dodgeball. Elicits discussion and writes description on the chalkboard.	State textbooks
	Reviews briefly the guidelines for writing a sentence and a paragraph before pupils begin to write. Helps the children to write a paragraph of their own	Chart with guidelines for writing sentence and paragraphs and for using punctuatio marks.
	Provides time for the children to record their ideas on paper and provides individual help and encouragement. Has children read what they have written.	Paper Pencils
	Motivates children to write and produce a play.	
To record ideas and activities.	Provides many purposeful activities such as writing: Daily newspaper Invitations Thank-you letters Bulletin board notices Publicity for school meetings Greeting cards Letters to classmates who are ill Science records Advertisements	"Mailbox" Photographs or other pictures of local landmarks Films, filmstrips Pictures for motivatic
	Uses devices such as teacher-class mailbox to encourage interest in writing and opportunities for teacher-pupil communication. Writes at least one short note to each child during the semester, which indicates the need for a response.	

PURPOSES	ACTIVITIES	MATERIALS
READING	Teacher:	
To develop the basic reading skills.	Develops specific reading skills in an appropriate sequence, according to the pupils' level of development. Consults the Course of Study and related curriculum publications concerning the teaching of reading.	Course of Study for Elementary Schools. 1964 Revision. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. 375.
	Plans a reading program which meets individual needs and which is based on the the children's stage of development.	Current curriculum guides related to reading.
To develop sensory-motor and perceptual skills.	Exposes children to activities in which they may exercise their senses of taste, touch, smell. Encourages children to communicate.	Real objects: fruit, vegetables, spices.
	Questions children skillfully to elicit descriptions and expressions of feelings.	Materials from nature: leaves, rocks.
To develop visual-perception skills.	Provides children with materials which they may manipulate to see likenesses and differences in size, shape, color, and texture. Encourages verbalization.	Puzzles Form boards Blocks Matching games
	Begins with simple materials. Extends activities with more complex and abstract materials to stimulate more challenging responses.	Large pictures for discussion. (Simple to complex; factual and fanciful.)
	Uses large pictures which children discuss and "read," describing content.	Picture cards for story sequence
	Provides children with opportunities to recognize and associate objects and to verbalize their ideas.	Materials in categories Small plastic objects (of animals, people, things that move)
	Uses the environment to motivate oral expression. Responses may be recorded, (on charts, or typed) for children to read or reread as an independent activity.	Pictures of objects (fruit, vegetables, birds, animals)
To develop auditory-perception skills.	Works with children to develop consciousness of sounds in words.	Platti, Calestino. Calestino Platti's Animal ABC. New York: Atheneus, 1965.
	Develops word perception techniques. Uses word games, such as "I am going on a journey and I will take a map... milkshake...microphone...etc., to develop phonetic analysis.	Objects and pictures which begin with the same sound Word and letter cards

PURPOSES	ACTIVITIES	MATERIALS
READING (cont.)	Teacher:	
To develop comprehension skill.	Uses the language experience approach to provide reading material meaningful to children. Provides a common experience; i.e., walking trip, film, or other activity. Guides discussion of the experience.	Photographs of local scenes DuVoisin, Roger. House of Four Seasons. New York: Lothrop, 1956.
To read material which is meaningful.	Prepares group charts in children's own vocabulary, using sentences children have dictated. Guides children to develop a sequence of ideas.	Picture cards for story sequence Boylston, Elise. Creative Expression With Crayons. Worchester, Mass.: Davis, 1953. (Teacher Reference)
To explore books as records of activities and ideas.	Uses the charts in a guided reading situation. Binds charts in a book for rereading. Types stories dictated by children for individual illustrated booklets. Exposes children to many kinds of books to acquaint them with a range of subject matter.	Paper Construction Water colors paper for tempera torn paper illustra- tions
To have many experiences with good literature.	Exposes children to a variety of good literature. Provides many library books and changes selections. Consults library lists for new titles.	Classroom library from which the children may borrow books to take home and read.
To develop the desire to read.	Reads aloud daily, capitalizing on children's interests. Selects materials which appeal to both boys and girls.	Recent Books: Recommended Titles for Elementary School Libraries.
To discuss values.	Uses open-ended stories to help develop imagination and to verbalize social attitudes; i.e., "What do you think he should do now?"	Bonsall, Crosby. The Case of the Cat's Meow. New York: Harper, 1965.
To use new vocabulary.	Encourages children to interpret stories and situations through pantomime and other creative activities, such as making dioramas.	Gilbert, Elliott. A Cat Story. New York: Holt, 1963. (Pictures tell story without words.)
To read for recreation.	Guides children to see books as life-related. Invites a librarian to discuss books related to interests and needs of the class.	Whiting, Helen. Negro Art, Music, and Rhyme. Washington, D.C.: Assoc. Pub. 1938.

PURPOSES	ACTIVITIES	MATERIALS
READING (cont.)	Teacher:	
To communicate with others.	Encourages children to read selected stories and articles from newspapers and magazines; to read to members of their families; and to visit a library in the community.	Books Magazines Weekly Reader Jr. Scholastic
	Involves pupils in arranging bulletin boards to excite interest in reading.	
	Motivates pupils to read much and to make reports on books enjoyed. Assigns a specific time for book reports.	Book jackets of new interesting books Book posters
	Encourages children to illustrate one scene from a story selected, using various art media. Displays pictures on bulletin board. Assures that the work of different children is displayed and captioned.	Freeman, Don. A Rainbow of My Own. New York: Viking, 1966.
To express enjoyment of reading. To report information derived from books and other printed material.	Encourages children to tape record passages from favorite stories or poems.	O'Neill, Mary. Hailstones and Halibut Bones. New York: Doubleday, 1961.
	Makes arrangements for children to tell or read a story or poem to another group or class.	
To learn how to find information and to do research.	Guides pupils to search for information, as need arises. Discusses with them sources of reliable information.	Reference books Encyclopedias World Book Our Wonderful World Dictionaries
	Helps pupils to be aware of many library resources.	
	Helps children to set standards for library study. Teaches library skills.	
To learn to read for different purposes.	Varies reading activities. Teaches the difference between skimming and scanning for research purposes.	Pupil-developed charts on: How to Study Our Work Habits Homework Standards
To correct disabilities which affect progress in reading.	Makes proper referrals for children with special needs; i.e., to school doctor, remedial reading teacher, speech teacher.	

PURPOSES	ACTIVITIES	MATERIALS
SOCIAL STUDIES	Teacher:	
To develop understanding of different kinds of families.	Discusses with the children the diffyrent kinds of families represented by: Mother and father — Adoptive parents One parent — Grandparents Foster parents — Other relatives Discusses with children the different kinds of homes in the community. Traces the history of homes in an older section, such as Bunker Hill.	Pictures of families collected from magazines. Buckley, Helen. Grandmother and I. New York: Lothrop, 1961. Beim, Jerrold. Too Many Sisters. New York: Morrow, 1965.
To develop understanding of the responsibilities of different family members and the importance of cooperation.	Discusses with children the responsibilities and contributions of family members. Discusses how and why family members can help each other. Discusses the roles of members of the family, using puppets to illustrate typical situations. Helps children to make clay figures representing family members.	Lexan, Joan M. Maria. New York: Dial, 1964. Politi, Leo. Bunker Hill. Palm Desert: Desert Southwest, 1964. -----. Moy Moy. New York: Scribner, 1960.
To learn about the contributions of different cultures to community life. To learn about the influence of the past on the present.	Encourages children to talk about their family traditions and customs. Encourages preparation of paintings of special events. Discusses special holidays with children and helps them to understand their observances in terms of religious and cultural significance. Discusses changes taking place in the community. Motivates preparation of illustrations depicting these changes.	Shotwell, Louise. Roosevelt Grady. Cleveland: World, 1963. Steiner, Charlotte. Ten in a Family. New York: Knopf, 1960. Taylor, Sydney. All-of-a-Kind Family. Chicago: Follett, 1951. Uchida, Yashiko. The Promised Year. New York: Harcourt, 1959. Puppets, multi-ethnic Dolls, multi-ethnic Accessories for use in dramatic activities Tempera — Brushes Paper — Clay

PURPOSES	ACTIVITIES	MATERIALS
SOCIAL STUDIES (cont.) To grow in understanding of the environment--immediate and expanded.	Teacher: Provides opportunities to learn through first-hand experiences. Uses the neighborhood environment as often as possible to demonstrate a geographical concept.	Bendick, Jeanne. Shape of the Earth. Chicago: Rand, 1965. Lenski, Lois. I Went For a Walk. New York: Walck, 1958.
To gain concept of land use in relation to type of terrain.	Plans with the children walks around the school and neighborhood. Guides children to observe specific geographic aspects of the community. Industrial area Commercial area Residential area Discusses area resources. Encourages children to make cutouts or pictures representing the local products and natural resources and places them on a map.	Clark, Ann. Tia Maria's Garden. New York: Viking, 1963. Sunset. Beautiful California. Menlo Park: Lane, 1963. Sequence Chart of Map and Globe Skills and understandings. Los Angeles City Schools: Div. of Instr. Serv., Institute Material, Gr. K-6, 1963.
To develop understanding of map and globe skills.	Plans lessons to develop map skills: Translate real environment into symbols. Make maps of the community. Make maps of area under study. Projects a map of an area being studied on white butcher paper for children to trace and use to record information. Plans with children displays of actual products, such as cotton, fruits and vegetables, and wheat and other grains.	Geographical puzzles of: The world Canada The continents United California States Mexico Blocks Cotton Vegetable Fruit Grain Pictures of landforms
To use meaningfully terminology related to geography, maps, and globes.	Uses plastic physical relief map or to develop understanding of landforms on maps. Shows the children how to construct a relief map of flour and salt for a specific purpose. Guides children in small groups or independently (when they have extra time or have completed their assigned work) in preparing: Book of geographical information Geographical puzzles Taped lesson for use in Study Center to reinforce map and globe skills.	Reference materials Plastic physical relief map Globe Wall maps, charts Atlases Overhead projector and transparencies Encyclopedias Tape recorder Tapes

PURPOSES	ACTIVITIES	MATERIALS
SOCIAL STUDIES (cont.)	Teacher:	
To identify with community helpers through learning about their work.	Arranges for representatives of various occupations in the community to discuss them with the class. Speakers may include several of the following: Barber, Dentist, Doctor, Druggist, Fireman, Librarian, Musician, Grocer, Lawyer, Mailman, Milkman, Minister, Clerk, Artist, Playground director, Policeman, Beauty operator, Well-known athlete, Bus driver, Teacher	Greene, Carla. I Want To Be a Doctor. Chicago: Childrens Press, 1957. -----. I Want To Be a Policeman. Chicago: Childrens Press, 1957. -----. I Want To Be a Postman. Chicago: Childrens Press, 1957. Seignobosc, Francoise. What Do You Want To Be? New York: Scribner, 1960.
To develop understanding of the interdependence of people living in a community.	Helps children to discuss and write about the work of the speakers, telling how others are dependent upon their services and pointing out factors contributing to their training and achievement.	Pictures and books portraying multi-ethnic workers in various roles.
	Helps children to tape the "success stories" for future listening and evaluation and for story telling.	Tape recorder Headsets Tapes.
	Provides opportunities for dramatic activities.	Accessories for dramatic activities: Multi-ethnic dolls Puppets.
	Helps the children to make and display clay figures representing the different occupations in the community.	Clay and accessories Tempera
	Provides information through pictures, books, films, and filmstrips. Guides discussions of services of community workers.	Puppets: Milkman, Teacher, Mother, Doctor, Child, Nurse
	Shows photographs of school personnel, and guides discussion of the contribution of each.	Large pictures of school and community helpers.

PURPOSES	ACTIVITIES	MATERIALS
SOCIAL STUDIES (cont.) To learn from experiences in areas outside of the immediate environment.	Teacher: Consults current catalog of school journeys to plan for a trip. Motivates children to plan for a school trip and to include in their written plan such important information as data and purpose. Plans field trips which would be valuable to the current area of study, such as visits to: Civic Center Missions Other points of historical interest Museums Harbor Telephone company Newspaper plant Uses city maps with pupils to locate school and the area to be visited. Discusses which directions will be taken.	Course of Study for Elementary Schools 1964 Revision. Los Angeles City Schools; Div. of Instr. Serv., Pub. No. 375. City maps Sequence Chart of Map and Globe Skills and Understandings. Institute Material, Grades K-6. Los Angeles City Schools: Div. of Instr. Serv., 1963. Pictures of city landmarks
To formulate standards for behavior on a school journey. To have the experience of recording ideas in various forms.	Helps children to formulate standards for the trip. Instructs pupils to demonstrate with flannel board and cutouts where they will stand and what they will do on the bus and at their destination. Plans with children their responsibilities for making observations and for recording information concerning the trip. Mapping routes Devising legends Tape recording impressions Creating group or individual pictures Writing reports or summaries Guides discussion after the trip. Tapes the evaluation with class members so that they may hear their own words and impressions.	Flannel board and cutouts Dictionaries Wordbooks Greene, Carla. I Want To Be a Telephone Operator. Chicago: Childrens Press, 1958. Brinton, Henry. Telephone. New York: John Day, 1962. Montgomery, Elizabeth. Alexander Graham Bell. New York: Garrad, 1963. Tape recorder Tapes Small notebook to record information during a trip.

PURPOSES	ACTIVITIES	MATERIALS
MATHEMATICS	Teacher:	
To develop skill in the tool subject of mathematics.	Plans activities fundamental to the growth of ability in dealing with mathematical concepts.	Course of Study for Elementary Schools. 1964 Revision. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. 375.
To develop the concept of the importance of time and its relationship to the things which people do.	Asks questions about time, such as: What time do you go to bed? How do we know it is morning, afternoon, night? How do you know when to come to school? What time do you reach school? How long does it take you? When do you go home from school? How long does it take you to go home? When is your favorite television program? Provides children with clocks to illustrate problems about time. Provides opportunities to strengthen the concept of time through activities involving use of the calendar. Motivates awareness of time by use of games related to estimation of time. Reads selections of literature containing reference to mathematical concepts.	Clocks, real and models Pictures related to time Films and filmstrips Books and poems concerning concept of time, size, space, shape. Emberly, Ed. The Wing on a Flag. Boston: Little, 1961. Hawkinson, Lucy. Days I Like. Chicago: A. Whitman, 1965. Shapp, Charles. Let's Find Out What's Big and What's Small. New York: Watts, 1959.
To develop awareness of measurement and the vocabulary used to express the ideas of measurement: size weight linear time temperature quantity	Provides opportunities for pupils to make comparisons and to verbalize reasoning, using a variety of materials and situations. Encourages children to observe likenesses and differences and to use the vocabulary of comparison, such as taller, shorter, bigger, smaller, same size, etc. Provides opportunities for measurement, using standard units of measure. Selects a child to act as an arbitrary unit of measure. Children observe who is taller, shorter. Uses games such as "May I?" to motivate learning (giant steps, baby steps).	Pictures Real objects to compare for size: balls paper blocks string sticks books Models of real objects Rulers Thermometers Scales Clocks Manipulative materials Berkley, Ethel. The Size of It: A First Book About Sizes. New York: Scott, 1959.

PURPOSES	ACTIVITIES	MATERIALS
SCIENCE	Teacher:	
To develop a sense of wonder and to promote curiosity about the environment.	Helps to increase children's powers of observation, to be aware of elements in their own environment (plants, animals, terrain, local weather conditions) and to develop increasing understanding of the interrelationship of these elements.	The Elementary School Science Centers. Los Angeles City Schools, Div. of Instr. Serv., Instr. Bulletin No. EC-96, 1965.
To grow in understanding of the relationship of science to daily living.	Provides opportunities for observation and exploration. Provides various materials which children can manipulate, experiment with, make discoveries about, and verbalize about. Encourages discussion of findings and the recording of data gathered.	Bibliography to Accompany Science in the Elementary School. Los Angeles City Schools: Div. of Instr. Serv., Instr. Bulletin No. EC-192, 1961.
	Supplies materials, such as magnifying lenses, for children to investigate plants, animals, and soil and to develop understanding of their ecological relationships.	Suggested Science Experiences for the Study of Living Things, Using The Magnifier Kit K-6. Los Angeles City Schools: Div. of Instr. Serv., Instr. Bulletin No. Ec-92, 1965.
To learn to ask questions. To seek answers to questions.	Encourages children to ask questions and to seek answers to their questions. Questions skillfully to encourage the development of thinking skills and to elicit answers which demonstrate levels of learning.	Science in the Elementary School. Los Angeles City Schools: Div. of Instr. Serv., Instr. Bulletin No. EC-27.
To investigate problems and to develop problem-solving and thinking skills.	Provides opportunities to identify, to investigage, and to develop understandings about science.	Reference books Library books relating to special interests Basic and supplementary science textbooks Displays and exhibits
To increase understanding through sensory learning.	Motivates many class activities which involve the use of the five senses.	Individual collections for categorizing
To use the imagination and to develop creatively.	Motivates children to pursue projects through which they develop individual interests and imaginative investigations to problems.	Films, filmstrips
To participate in basic enrichment activities.	Provides opportunities for field trips to such places as the Science Centers, college planetariums, Griffith Park Observatory, Los Angeles County Museum of Science and Industry, and Descanso Gardens.	Large science study print for discussion Materials on loan from Science Center: Science kits, plants

PURPOSES	ACTIVITIES	MATERIALS
MUSIC	Teacher:	
To learn to listen to music with a focus of attention on specific elements.	Motivates children to enjoy the mood and rhythms of music by presenting the story behind the selection. Introduces children to a variety of musical activities. Motivates children to enjoy the discovery of specific musical elements that are prominent in a composition, such as: melody rhythm tone color pitch harmony dynamics	Study centers RCA Adventures in Music (Available in the school) Grade 1 Tchaikovsky - Nutcracker Suite Grade 3, Vol. I Villa-Lobos - The Little Train of Caipira Grade 6, Vol. I Copland - Street in a Frontier Town from "Billy the Kid"
To listen to music with discrimination.	Guides children to listen for one specific element at a time and to listen for likenesses, differences, and contrasts. Are the elements alike or different? How are they different or alike? Why do you think so? Helps children to discover the interrelationships that exist among the elements; i.e., how melody is related to rhythm.	Record player Autoharps Song and resonator bells Charts for autoharp and bells State textbooks Library books
To become familiar with good music.	Uses "quiet times," such as rest, nutrition, or art periods, to play selections which enable children to become familiar with good music. Mentions the composer's name but requires no specific response from the children. Make favorite selections available for listening at study center.	Grifalconi, Ann. City Rhythms. New York: Bobbs Merrill, 1965. Kettelkamp, Larry. Drums, Rattles, and Bells. New York: Doubleday, 1961.
To develop a desire to have continuing experiences with music.	Provides opportunities for children to participate in independent activities such as: Practicing an autoharp and song and resonator bells Reading about musical selections and composers Listening to recordings and tapes Preparing a folder which might include: pictures of instruments, composers, etc. book reports reports on field trips chart for autoharp and bells	Wicker, Irene. Young Music Makers. New York: Bobbs Merrill, 1961.

PURPOSES	ACTIVITIES	MATERIALS
ART	Teacher:	
To deepen perceptions of environment.	Explores art resources within the school, including materials on permanent loan. Plans a series of activities in guided looking, using films, filmstrips, art prints, illustrated books, and bulletin displays. Introduces experience-centered observations of natural and man-made materials. Encourages children to note similarities and differences. Arranges displays that stress particular relationships; i.e., materials of the same color but different values, intensities, and textures. Plans art activities that encourage expression of reactions to things seen on trips or in the classroom.	Art Elements (Permanent audio-visual loan) Study center Collections of shells, seedpods, stones, Insects, butterflies, fabric scraps, driftwood, metals, etc. Various art material Wynants, Miche. Noah's Ark. New York: Harcourt, 1965.
To understand more fully the importance of visual communication.	Develops the concept that man has communicated with visual symbols from earliest times. Uses well-illustrated books and filmstrips to stress how artists may communicate without words. Suggests that children draw or paint a story picture. Encourages oral or written expression to accompany pictures.	Books Worth Looking At. Los Angeles City Schools: Div. of Instr. Serv., Instr. Bulletin No. EC-128, 1966. (Annotated art bibliography) Audio-Visual materials listed in current catalogs: films, filmstrips, art prints, posters, kits, sculpture reproductions
To learn that an individual may chose to record his ideas visually in many different ways.	Discusses how one artist may purposefully depict the same subject matter in different styles, media, and techniques. Offers opportunities for children to study the individual styles of particular artists. Arranges for children to work in a variety of media and styles when interpreting subject matter of interest to them.	Art: Kindergarten, First and Second Grade. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. EC-212, 1962.
To understand that familiarity with art materials makes possible imaginative, creative expression.	Interests children in new processes and techniques with art materials to stimulate ideas for expression. Shows and discusses examples of distortion, exaggeration, and whimsical interpretations. Encourages children to explore imaginative and whimsical themes.	Art: Grades Three Through Six. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. EC-216, 1964.
To develop the desire to use forms to add beauty and vitality to one's environment.	Offers opportunities to observe how art enriches our own and others' cultures. Encourages creation of mobiles, paper sculpture, printmaking, paper mache, stitchery panels, and other projects to be enjoyed at school or in the home.	

PURPOSES	ACTIVITIES	MATERIALS
HEALTH To develop health standards and good health habits.	Teacher: Provides instruction in good health practices. Discusses standards and the necessity of cleanliness and good grooming. Evaluates regularly. Helps children to check hands, nails, face, hair, and clothing daily. Encourages and praises good grooming. Notes and commends progress in the development of good health habits. Uses the nutrition period to teach the relationship between good dietary habits and personal appearance. Uses the nutrition period to teach dietary concepts, to introduce new foods, to develop sensory learnings (taste, smell, etc.), and to teach table etiquette as necessary.	Friedrich, Otto. Clean Clarence. New York: Lothrop, 1959. Geisel, Theodor. Sleep Book. New York Random, 1962. Haynes, Olive V. True Book of Health. Chicago: Childrens Press, 1954. Leaf, Munro. Health Can Be Fun. Philadelphia: Lippincott, 1943. Ray, Margaret. Curious George Goes to the Hospital. Boston: Houghton, 1966.
To learn to accept regular medical and psychological services.	Prepares children, through discussion, for visits of nurse, doctor, dentist, ophthalmologist, audiometrist, or counselor.	Schloat, G. Warren. Your Wonderful Teeth New York: Scribner, 1954.
SAFETY To develop safety standards and to practice safety.	Provides instruction in safety practices. Develops safety standards with children. Is consistent about maintaining safety standards. Discusses safety to and from school, at school, and at home. Uses dramatic activities to help develop safety concepts and standards. Commends pupils for adherence to safety rules. Encourages children to make safety posters after discussion. Provides many opportunities for children to see their work displayed.	Chart of safety standards Crossing guard stop sign Crayons Paper

PURPOSES	ACTIVITIES	MATERIALS
PHYSICAL EDUCATION To develop motor skills.	Teacher: Provides opportunities for children to have vigorous and satisfying outdoor activities each day, which develop: Motor skills Leadership and ability to follow Self control	
To observe rules for games.	Uses the physical education and playground periods to promote understanding of the need for rules and regulations and for the enforcement of rules.	Physical education equipment
To reinforce perceptual learning.	Uses shapes of game areas on the playground to develop recognition of basic geometric shapes. Uses the alphabet grid to enhance letter recognition as this skill is being developed. Uses playground situations as opportunities to promote the development of values and respect for order.	Form boards Geometric forms Record player Records
PRACTICAL ARTS To creat an object from plan to finished product. To satisfy the desire to work actively.	Provides creative activities which meet various needs and talents. Plans with children ways to make simple gifts which demonstrate creativity. Provides opportunities for children to make something with their hands; i.e., an item for their personal use or for their home, such as a decorative sampler, shopping list pad, spoon rack, trivet, napkin holder, or mail filer. Discusses with children the need to follow a plan in some types of creative activity to achieve a prediictable and satisfying result.	Yarn Burlap Tools Wood Sandpaper Wire Coat hanger Nails Shellac Paint Paper Stencils Patterns

PURPOSES	ACTIVITIES	MATERIALS
ATTITUDES	Teacher:	
	Encourages children to view themselves in a full-length mirror in the classroom.	Small mirrors Full-length mirror
	Provides opportunities for young children to construct flannel board figures of themselves.	Photographs of children in the class, labeled with names.
	Provides opportunities for children to paint self-portraits and make silhouettes.	Art materials for making self portraits
To help develop a positive self-concept and self-image.	Builds standards with class members to improve self-image through developing pride in appearance.	Standards for good grooming recorded on charts developed with children. May be illustrated with photographs of children.
	Finds something to praise sincerely in the appearance or personality of the children; i.e., a bright smile, a sense of humor.	Shoeshine box, polish Soap
To develop self-confidence by experiencing continued success in performing small tasks.	Tries to become acquainted with each child. Uses individual approaches to eliminate initial feeling of withdrawal or hostility toward school and teachers.	Shakelford, Jane D. <u>My Happy Days</u>. Washington: Associated Publishers, 1944.
	Provides opportunities for frequent successes at small tasks. Assigns lessons which are commensurate with capabilities of individuals.	Showers, Raul. <u>Look at Your Eyes</u>. New York: Crowell, 1965. -----. <u>Your Skin and Mine</u>. New York: Crowell, 1965.
	Builds self-concept by using children's names in a positive context.	Name cards Labels
	Responds to children's efforts as often as possible with approval: a smile, a nod, a remark which commends: "good boy," "good girl" "Excellent," "good work" "Very good, Maria"	

PURPOSES	ACTIVITIES	MATERIALS
ATTITUDES (cont.) To participate in many group situations which encourage the development of cooperation.	Teacher: Encourages children to join approved youth groups such as: Blue Bird — Campfire Girls Boy Scouts — Girl Scouts Brownies Plans with the children group activities to benefit school or community, such as "School Beautiful" campaigns.	Anglund, Joan. A Friend Is Someone Who Likes You. New York: Harcourt, 1961. Beim, Lorraine. Two Is a Team. New York: Harcourt, 1940.
To learn to confer with adults (parents and teachers) for help and guidance.	Encourages children to verbalize their curiosity by asking questions and requesting help from the teacher when necessary. Encourages and guides children to find answers to their own questions as often as possible.	Copeland, Helen. Meet Miki Takino. New York: Lothrop, 1963. Tunis, John. Keystone Kids. New York: Harcourt, 1943.
To learn to accept parental involvement in the school program.	Plans with children for parent-teacher visits. Plans forms of invitations. Helps children write own invitations. Makes home visits by appointment or invitation. Invites parents to attend school activities involving the children and to discuss and observe the school program.	Politi, Leo. Pedro, the Angel of Olvera Street. New York: Scribner, 1946. -----. Pedro, el Angel de la Calle Olvera. New York: Scribner, 1961.

PURPOSES	ACTIVITIES	MATERIALS
WORK AND STUDY HABITS	Teacher:	
To participate in activities which develop a sense of responsibility.	Plans with the children work standards and housekeeping procedures. Is consistent about maintaining standards.	
	Assigns children specific responsibilities in the classroom and reassigns the responsibilities periodically. Permits children to carry out responsibilities with a measure of independence.	Chart with responsibilities of each child. Evans, Eva K. <u>People Are Important</u>. New York: Golden Press, 1951.
To learn to give help and to accept help from others.	Permits achieving pupils to tutor underachieving peers in their own classroom.	
To develop good work and study habits.	Helps children to plan and to decide what materials are necessary for the task.	
	Discusses with children importance of adequate work-study habits. Discusses with parents the importance of a quiet place and time for home study.	
	Assigns homework when appropriate according to suggested time allotments. Checks homework when it is returned.	Small notebook for homework assignments.
	Discusses the value of afterschool and Saturday classes. Encourages participation when necessary.	<u>Homework in the Elementary Schools</u>. Report Card Leaflet, Los Angeles City Schools: Div. of Instr. Serv., 1965.
CITIZENSHIP		
To understand the need for rules and to support them.	Involves children in developing classroom and playground standards. Is consistent about maintaining standards.	<u>Respect for Law and Order</u>, Report Card Leaflet. Los Angeles City Schools: Div. of Instr. Serv., 1965.
	Arranges for pupils to conduct discussions about the need for certain rules, such as those concerning safety, and the importance of obeying them even when unsupervised or unobserved.	<u>The Teaching of Values</u>. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. GC-15, 1966.
	Motivates role playing and dramatic activities related to situations involving rules and authority figures.	

PURPOSES	ACTIVITIES	MATERIALS
ASPIRATION	Teacher:	
To develop a realistic attitude toward aspirations and success.	Guides children in discussing factors which contribute to success, such as education, hard work, and special qualifications.	Paper, pencils, pens dictionaries Dictionary boxes Audio-visual materials
	Provides opportunities for children to explore, discuss, and dramatize the work of different people.	<u>Angelenos Then and Now</u>. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. EC-226, 1966.
	Motivates the class to write invitations to people in the community who have accomplished worthwhile goals.*	
To learn that study in school is necessary for rewards in the future.	Encourages children to discuss their feelings about school and their aspirations.	<u>Californians Then and Now</u>. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. EC-223, 1966.
	Relates stories of people of various races who have been successful. Encourages children to prepare an annotated scrapbook of pictures of famour Angelenos, Californians, and Americans of their own and other ethnic and cultural groups.	<u>Americans Then and Now</u>. Los Angeles City Schools: Div. of Instr. Serv., Pub. No. EC-234, 1966.
	Exposes children to books and audio-visual materials about people who have been successful despite great handicaps.	Graham, Shirley. <u>The Story of Phyllis Wheatley</u>. New York: Messner, 1949.
	Plans with children to invite persons to the class who have been successful and with whom children can identify.	Morin, Raul. <u>Among the Valiant</u>. Mexican Americans in World War II and Korea. Alhambra: Borden Publishers, 1963. (Teacher)
		Peare, Catherine O. <u>Helen Keller Story</u>. New York: Crowell, 1959.

* Clears invitations to speakers through principal's office.

SELECTED INFORMATION RELATING TO DISADVANTAGED CHILDREN

Widespread concern for the problems of disadvantaged children has resulted in the development of a number of preschool and elementary school programs throughout the nation. Some of these projects are described briefly in the annotated references on the following pages. In addition, this section includes annotations of current books, periodicals, and unpublished materials related to the identification, investigation and analyses of the problems of the disadvantaged, as well as descriptions of some proposals for the solution of these problems. Bulletins and reference lists emanating from the Los Angeles City Schools are cited. These describe specific services and programs available to children with special needs.

SOME STUDIES AND REPORTS

The following references were sources of much of the information which has been provided in this publication.

Books

Burma, John H. Spanish-Speaking Groups in the United States. Durham, N.C.: Duke University Press, 1954.

A sociological analysis of significant living conditions and problems of the Mexican-American, Hispano-American, Filipino-American, and Puerto Rican in the United States.

Educational Policies Commission. Education and the Disadvantaged American. Washington, D.C.: National Educational Association, 1962.

Presents recommendations concerning school programs for children who are disadvantaged. Makes specific suggestions concerning effective teacher-school practices, with emphasis on speech, reading, special services, and parent education.

Goodman, Mary Ellen. Race Awareness in Young Children. Cambridge, Mass.: Addison-Wesley Press, 1952.

A report of an investigation of awareness of race differences and of feelings about such differences among young children. Negro and white children between the ages of 3-1/2 years and 5-1/2 years were studied.

Kvaraceus, William, and John Gibson, Franklin Patterson, Bradbury Seasholes, and Jean Grambs. Negro Self-Concept: Implications for School and Citizenship. New York: McGraw-Hill, 1965.

A compilation of papers presented at a conference concerning "The Relationship of Education to Self-Concept in Negro Children and Youth." The conference took place at the Filene Center, Tufts University, September 16-19, 1963. The writers define self-concept and state concern about its significance rather than about the phenomenon itself. Negative school forces which downgrade the self-concept are examined; positive practices which tend to upgrade the self-concept are identified; and new interventions which might be tested for effectiveness in improving the learning behavior of disadvantaged children are cited. The publication is not exclusively about Negro children. It also includes references to other ethnic groups.

Lynd, Robert S., and Helen Merrell Lynd. Middletown in Transition. New York: Harcourt, Brace, 1937.

A sequel investigation to Middletown of the mid-1920's. It reports on studies made between 1925 and 1935 which show the unevenness with which the culture of "Middletown" responded to the pressures of social, economic, and technological changes. During this period, the conditions of its existence had been unexpectedly altered in a way which affected every aspect of life. This investigation does not in any sense supplant the earlier study covering the years 1885-1925. It is built upon the earlier work and brings up to date the record of forty years of change. Many of its elaborations can only be viewed from within the framework of the earlier study.

McCone, John, and Warren M. Christopher, Earl C. Broady, Asa V. Call, The Very Rev. Charles C. Casassa, Rev. James E. Jones, Sherman M. Mellinkoff, and Marlen E. Neumann. Violence in the City--An End or a Beginning? Sacramento: State of California, 1965.

A report of a study of the Los Angeles riots in 1965 made by the McCone Commission. Causes of the riots and some proposed remedies are discussed. Problems of housing, health and welfare, and the Negro comsumer also are covered. Most of the many suggested remedies for the solution of problems of disadvantaged minorities can be categorized into three areas: employment, education, and police-community relations.

Myrdal, Gunnar. An American Dilemma. New York: Harper, 1944.

A study of the Negro in the framework of American life. It is analytical rather than merely descriptive. The purpose of the study was to "formulate tentative generalizations on the basis of known facts," and to "indicate gaps in knowledge," to "throw light on the future," and to "construct, in a preliminary way, bases for rational policy."

National Council of Teachers of English. Language Programs for the Disadvantaged. Champaign, Ill.: National Council of Teachers of English, 1965.

A report of the NCTE Task Force on Teaching English to the Disadvantaged. The group, consisting of twenty-three experts including three consultants, met in Chicago in March, 1965. During two months, they observed and reported in detail upon 190 programs for the disadvantaged, both rural and urban, in all sections of the United States. Working in teams, task force members visited 115 districts and agencies in 65 cities and towns.

Passow, Harry A. (Ed). Education in Depressed Areas. New York: Bureau of Publications, Teachers College, Columbia University, 1963.

A compilation of summaries of working papers. A two-week "Work Conference on Curriculum and Teaching in Depressed Urban Areas," supported by a grant from the Ford Foundation and with specialists from various fields in attendance, was held in July, 1962, at Teachers College, Columbia University. The participants attempted to analyze the unique characteristics and roles of the school in the urban setting and in urban development; the nature of existing and required instructional procedures; the characteristics of personnel and material resources; and other aspects of the problems faced by schools in depressed urban areas.

Sexton, Patricia Cayo. Education and Income. New York: Viking, 1961.

A study in which were explored school inequalities, social class distinctions, and the relation between income and educational opportunity.

Periodicals

Arkin, Joseph. "How to Bring Out the Best in Your Children," Negro Digest, XIV:3 (January, 1965), pp. 14-16.

A report of the method used and of the results of Project 397, conducted at the University of Minnesota to evaluate two teaching methods. Suggestions made by Collier's Encyclopedia for creating a "climate for learning" in the home also are listed. These suggestions concern fostering learning habits which will be of benefit for a lifetime.

Battle, Esther S., and Julian B. Rotter, "Children's Feelings of Personal Control as Related to Social Class and Ethnic Group," Journal of Personality, 31(1963), pp. 482-490.

A study of how a personality variable, external versus internal control, was studied in relation to children's social status and race. Persons with internal control accept personal responsibility for what happens to them while those with external control place responsibility outside themselves.

Bettelheim, Bruno. "Teaching the Disadvantaged," The Journal of the National Education Association, 54 (September, 1965), pp. 8-12.

A report based on meetings of classroom teachers with similar attitudes. An example illustrated that teachers who emphasized subject matter and academic achievement and ignored emotional problems often impaired learning.

Educational Policies Commission of the National Education Association and the American Association of School Administrators. "The Education of Teachers of the Disadvantaged, "The Journal of the National Education Association, 54 (September, 1955), pp. 12-13.

An analysis of a report on the education of teachers of disadvantaged children. The report states that to teach disadvantaged children effectively is to display the highest professional competence; that few jobs are more demanding, but few are more rewarding; and that to help a child achieve the human promise born in him, but submerged through no fault of his own, is a noble task.

Gill, Lois J., and Bernard Spilka. "Some Non-Intellectual Correlates of Academic Achievement Among Mexican-American Secondary School Students," Journal of Educational Psychology, 53 (1962) pp. 144-149.

A report of a study made to determine personal and maternal correlates of academic achievement among Mexican-American secondary school students.

John, Vera P. "The Intellectual Development of Slum Children: Some Preliminary Findings," American Journal of Orthopsychiatry, 33 (October, 1963), pp. 813-822.

A report of a study in which were examined certain patterns of verbal and cognitive behavior in a sample of grade 1 and grade 5 Negro children from three social classes. The author concludes that "acquisition of more abstract and integrative language seems to be hampered by the living conditions in the homes of lower class children. Opportunities for learning to categorize and integrate are rare in the lives of all young children. This type of learning requires specific feedback or careful tutoring."

Katz, Phyllis A., and Martin Deutsch. "Relation of Auditory-Visual Shifting to Reading Achievement," Perceptual and Motor Skills, 17 (October, 1963), pp. 327-332.

A report of a study in which was investigated the hypothesis that retarded and potentially retarded readers would exhibit difficulty in rapidly shifting attention between auditory and visual stimuli. It was concluded that one perceptual skill which may underlie reading behavior is the ability to process sequentially presented auditory and visual information.

McAllister, Jane Ellen. "Affective Climate and the Disadvantaged," Educational Leadership, 20 (April, 1965), pp. 481-485, 531.

A report of Project Enrichment, conducted in Mississippi from 1961 to 1964 with a "deprived" group. Important elements which were considered included how teaching is influenced by attitudes, values, interests, and emotional biases; how these are changed; and how teachers can create a climate more favorable to learning and teaching.

Rovere, Richard H. "Letter from Washington," The New Yorker, 41 (September, 1965), pp. 116-130.

An article that presents the highlights of the Moynihan report, written by Assistant Secretary of Labor, Daniel Patrick Moynihan. The author states the thesis and explains the diagnostic aspects of the Moynihan report which was entitled "The Negro Family: The Case for National Action." He maintains that the "Negro male is almost certainly the largest single factor in the breakdown of the Negro family." It is reported that President Johnson committed himself to a "national policy" and a "national effort" designed to enhance the stability and resources of the Negro American family.

Sacadat, Evelyn. "Helping Culturally Handicapped Children," Educational Leadership, 20 (April, 1965), pp. 505-512.

An article which reports the purpose, methods, and some results of the Quincy Youth Development Project, conducted in Quincy, Ill., by the University of Chicago's Committee on Human Development. It began in July, 1951. The ten-year research project's purpose was to study more effective methods of helping the community to prevent maladjustment in children and to develop their potential talent. A five-year extension was granted in 1961 to study modification of school activities for the "culturally handicapped" children in the primary grades. Final analysis of data is scheduled during 1967.

Unpublished Materials

Los Angeles City Schools: Office of the Superintendent. "A Cooperative Study of a Primary Reading Program." Communication No. 1, January 31, 1966.

A report of a project based on an extensive language development program for Mexican-American and Spanish-English speaking children from preschool age through Grade 3. The project was initiated in one preschool class and one kindergarten class. The kindergarten class included children who were enrolled in the preschool program during the spring, 1965, semester.

A Compensatory Education Plan: Educational Opportunities Unlimited. Los Angeles Unified School District: Office of the Superintendent of Schools, 1965.

A definitive description of the Compensatory Education Plan. In the publication are listed or described projects and funds requested; programs for the educationally disadvantaged for elementary and secondary schools; special educational needs; steps in the preparation of the program; and procedures involved.

Metfessel, Newton S., and J. T. Foster, Twenty-One Research Findings Regarding Culturally Disadvantaged Youth Supported by Information Obtained from Preschool Critical Incident Observation Records. Los Angeles: University of Southern California, 1965.

A report of the results of an examination of school records. The areas of study were:

Group participation and sharing skills
Socially acceptable means of changing expressions of feeling
Social interaction skills with adults or peers

Metfessel, Newton S. Conclusions from Previous Research Findings Which Were Validated by the Research and Evaluation Conducted by the Staff of Project Potential. Los Angeles: University of Southern California, 1965.

The conclusions are listed under the following headings: (1) Home and Family Structure, (2) Personality and Social Characteristics, (3) Learning Characteristics, (4) General School Relationships and Characteristics as Related to Children From the Culture of Poverty.

Urban Child Center, School of Education. Inventory of Compensatory Education Project. Chicago: University of Chicago, 1965.

A comprehensive list of education and research programs designed to raise the educational performance of children from economically depressed areas, together with brief descriptions of the plans and work of these projects. The purpose of the publication, which was funded by the Johnson Foundation, Racine, Wis., was to facilitate Exchange of information between persons planning similar programs. It is acknowledged that the rapid increase of programs for disadvantaged children will necessitate development of supplementary materials.

ANNOTATED BIBLIOGRAPHY OF SELECTED REFERENCES

Ausubel, D. P., and Pearl Ausubel. "Ego Development Among Segregated Negro Children," Education in Depressed Areas. A. H. Passow, Ed. New York: Bureau of Publications, Teachers College, Columbia University, 1963. pp. 109-141.

Description of ego development among segregated Negro children. The phenomenon is defined as "the orderly series of changes in an individual's self-concept, self-attitudes, motives, aspirations, source of self-esteem, and key personality traits affecting the realization of his aspirations as he advances in a particular culture setting."

Battle, Esther S., and Julian B. Rotter. "Children's Feelings of Personal Control as Related to Social Class and Ethnic Group," Journal of Personality, 31 (December, 1963), pp. 482-490.

A report of a study of personality variables and external versus internal control in relation to children's social status and race. Persons with internal control accept personal responsibility for what happens to them, while persons with external control place responsibility outside themselves.

Black, Millard H. "Characteristics of the Culturally Disadvantaged Child," The Reading Teacher, 18 (March, 1965), pp. 465-470.

A definition of the "educationally or culturally disadvantaged" child and a description of his characteristics and his physical and social environments. Mr. Black is nationally known for his materials on the disadvantaged child.

Bloom, Benjamin S., and Allison Davis and Robert Hess. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart and Winston, 1965. 179 pp.

A report concerning papers contributed by participants in the Research Conference on Education and Cultural Deprivation, University of Chicago, June, 1964.

Part I: Summarizes what is known about the nature of cultural deprivation as it relates to the educational process.

Part II: Contains a detailed, annotated bibliography of some of the works which bear most directly on the problems of the culturally deprived.

Conant, James. Slums and Suburbs. New York: McGraw-Hill, 1961. 147 pp.

A look at city slums and Negro education, the role of schools in the big city, and the problem of providing a curriculum program geared to the diverse needs of learners in big cities. Dr. Conant also examined the education of youth in the college-oriented suburbs. Emphasis is placed on the high school student, although the problems of Negro children in elementary schools and at home also are discussed.

Deutsch, Martin, and B. Brown. "Social Influences in Negro-White Intelligence Differences," Journal of Social Issues, 20 (April, 1964), pp. 24-35.

A report of some aspects of experiences that influence the development of intellectual functions in children. One purpose of the report is to separate the attributes of social experience within social environmental and developmental dimensions.

Edwards, Thomas J. Learning Problems in Cultural Deprivation: Reprint of a paper read at the Tenth Annual Convention of the International Reading Associates. Chicago: Science Research Associates, 1965.

The needs of the disadvantaged learner are discussed in conjunction with the irrelevance of the semantics of "cultural deprivation." The purpose, values, and abilities of an effective teacher also are analyzed.

Fifer, Gordon. Social Class and Cultural Group Differences in Diverse Mental Abilities. Proceedings of the 1964 Invitational Conference on Testing Problems. Chester W. Harris, Chrmn., Princeton, N.J.: Educational Testing Service, 1965. pp. 107-117.

A study was made of testing problems in four middle- and lower-class ethnic groups on verbal, reasoning, numerical, and spatial problems.

The data reveal sharp test-performance differences between middle- and lower-class groups, regardless of the ethnic group concerned and the differences among the groups.

Goldberg, Miriam L. "Factors Affecting Educational Attainment in Depressed Urban Areas," Education in Depressed Areas. A. H. Passow, Ed. New York: Bureau of Publications, Teachers College, Columbia University, 1963. pp. 68-99.

Factors affecting educational attainment in depressed areas are described. These include changing city population, changing mobility patterns, changes in school-leaving age and in promotional policies, ethnic group differences, changes in employment opportunities, and class status differences related to school performance. Included are a summary portrait of the disadvantaged pupil, a discussion of the school as a point of focus, descriptions of research problems and the implications for school experimentation, and a discussion of the need for controlled research.

Gordon, Edmund W. "Characteristics of Socially Disadvantaged Children," Review of Educational Research, 35 (December, 1965), pp. 373-442.

A review of research related to the education of the socially disadvantaged children. Information is presented about home environment and family status; language, cognition and intelligence; perceptual styles and patterns of intellectual function; and motivation and aspiration.

Haubrich, Vernon. "The Culturally Different: New Context for Teacher Education," The Journal of Teacher Education, XIV (June, 1963), pp. 163-167.

The author contends that "the challenge of the culturally different neighborhood, family, and child will not be solved unless and until the school provides the kind of educational cultural advantages to these children which will enable them to compete successfully in our inter-dependent society." Two different programs for providing effective teachers in "culturally different areas" are analyzed and compared.

Havighurst, Robert J. "Who Are the Socially Disadvantaged?" Journal of Negro Education, XXXIV (Winter, 1965), pp. 39-46.

An attempt to define the term "socially disadvantaged." The author uses the term in the sense that the child has a disadvantage relative to some other child for some other kind of social life and has a disadvantage for living competently in an urban, industrial, and democratic society. Among the characteristics of the socially disadvantaged which are considered are family characteristics, personal characteristics, and social group characteristics.

It is concluded that the distinctions which form the basis for identifying the socially disadvantaged apply to some 30 per cent of big city children who tend to be recent immigrants to the city from poor families and who tend to be both caucasian and non-caucasian, native and non-native migrants from rural areas.

Jensen, Arthur. "Learning Abilities in Mexican-Americans and Anglo-American Children," California Journal of Educational Research, 12 (September, 1961), pp. 147-159.

The author reports on a study of Mexican-American and Anglo-American fourth- and sixth-grade school children of different IQ levels, ranging from 60 to 120. They were observed while performing a number of learning tasks. The most important finding was that, in the particular experiments, Mexican-American children with low IQ's performed significantly better than Anglo-American children with low IQ's.

John, Vera P. "The Intellectual Development of Slum Children: Some Preliminary Findings," American Journal of Orthopsychiatry, 33 (1963), pp. 813-822.

A report of a study of certain patterns of verbal and cognitive behavior in a sample of Grade 1 and Grade 5 Negro children from three social classes.

Katz, Phyllis A., and Martin Deutsch. "Relation of Auditory-Visual Shifting to Reading Achievement," Perceptual and Motor Skills, 17 (October, 1963), pp. 327-332.

A discussion of the hypothesis that retarded and potentially retarded readers would exhibit difficulty when shifting attention rapidly between auditory and visual stimuli.

Lohman, Joseph D. "Expose--Don't Impose," The National Education Association Journal, 55 (January, 1966), pp. 24-26.

The author makes the premise that the school's generally middle-class values conflict with disadvantaged children's generally lower-class values and that teachers are responsible for the process of enculturation. Dr. Lohman suggests effective ways to introduce middle-class values to disadvantaged children. Several means by which values of disadvantaged children can be changed, the extent to which such changes can be effected, and the tolerance level which the school should maintain are discussed. Dr. Lohman stresses that middle-class teachers need to be exposed to the values of the lower socio-economic group and suggests methods by which this can be done.

Metfessel, Newton S. Conclusions from Previous Research Findings Which Were Validated by the Research and Evaluation Conducted by the Staff of the Project Potential. Center for the Study of Educationally (Culturally) Disadvantaged Youth. Los Angeles: University of Southern California, 1965. Mimeographed, 4 pp.

The conclusions are listed under the following major headings: (1) Home and Family Structure, (2) Personality and Social Characteristics, (3) Learning Characteristics, (4) General School Relationships and Characteristics as Related to Children From the Culture of Poverty.

Moore, Elnora. Fives at School. New York: G. P. Putnam, 1959.

An examination of the types of kindergarten situations in several kinds of school communities. The qualities of teachers who are effective in a low socio-economic neighborhood are delineated.

Moore, William, Jr. "A Portrait: The Culturally Disadvantaged Preschool Negro Child." Unpublished doctoral dissertation. St. Louis, Mo.: University of St. Louis, 1964.

A report of a study of preschool Negro children, which revealed that it is common to find varying degrees of deprivation within the same disadvantaged family.

Newton, E. S. "Planning for the Language Development of Disadvantaged Children and Youth," Journal of Negro Education, XXXIII (Summer, 1964), pp. 264-74.

A review of some premises for the development of newer techniques and approaches in planning for effective language development in disadvantaged children and youth.

Pasamanick, Benjamin, and Hilda Knobloch. "Contribution of Some Organic Factors to School Retardation in Negro Children," Journal of Negro Education, XXVII (Winter, 1958), pp. 4-9.

A discussion of prenatal influences on development. It is based on studies of Negro and white subjects from different social strata.

Rainman, Eva Schindler. Connecting With People in Low-Income Areas. A paper presented at the National Defense Education Act Institute for Teachers of Disadvantaged Youth, California State College at Los Angeles, July, 1965.

Six "reasonable assumptions" that characterize people in low income areas are presented. The author also discusses the relationship of the strengths of these people to their needs.

Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962.

The author describes personal experiences and presents data in an attempt to characterize the culturally deprived child. He also suggests action implications for the school and analyzes the educational neglect of the children who most need help.

-----. "The Overlooked Positives of Disadvantaged Groups," Journal of Negro Education, XXXIII (Summer, 1964), pp. 225-231.

Attention is directed to positive features in the culture and psychology of persons with low incomes. Some positive points mentioned are informality and humor, freedom from self-blame, lessened sibling rivalry, and the use of physical and visual style of learning. Other articles dealing with the disadvantaged are included in this issue.

The Negro in American Life and History, San Francisco Unified School District, 1965. 367 pp.

A resource book for teachers which brings together important facts and concepts concerning the history and contributions of the Negro.

Sexton, Patricia Cayo. Education and Income. New York: Viking, 1961.

A report of a study which explores school inequalities, social class distinctions, and the relation between income and educational opportunity.

Smith, H. P., and Marcia Abramson. "Racial and Family Experience Correlates of Mobility Aspiration," Journal of Negro Education, XXXI (Spring, 1962), pp. 117-124.

A report of a study of the relationship between affectional patterns in the Negro family and mobility aspiration, race, and family experience. The authors concluded that the aspirations of Negro youth toward higher educational-vocational goals seem to be on a fantasy rather than a reality level.

Whipple, Gertrude, and Millard H. Black. Reading Programs for Children Without. A Service Bulletin Prepared for the International Reading Association, 1966.

A brief discussion of the special educational needs of disadvantaged children. The authors describe in detail everyday programs for pupils in the primary, middle, and secondary grades and report briefly on eight experimental programs in various cities. A brief bibliography is included.

Willie, Charles V. "Anti-Social Behavior Among Disadvantaged Youth: Some Observations on Prevention for Teachers," The Journal of Negro Education, XXXIII (Spring, 1964), pp. 176-181.

A discussion of problems and causes of anti-social behavior of disadvantaged children and of preventive measures. Dr. Willie is the Director of the Washington Project, President's Committee on Juvenile Delinquency and Youth Crime.

Wolf, Richard. Measurement of Environments. Proceedings of the 1964 Invitational Conference on Testing Problems, Chester W. Harris, Chrmn., Princeton, N.J.: Educational Testing Service, 1964. pp. 93-106.

A report of a study of fifth-grade pupils from homes in urban, suburban, and rural areas. Wholesome environments or positive changes in the physical environments of fifth-grade pupils raised the estimation of their academic achievement.

Wylie, Ruth C. "Children's Estimates of Their School Work Ability as a Function of Sex, Race, and Socio-economic Status," Journal of Personality 31 (June, 1963).

A report of children's estimates of their ability to do school work. The study dealt chiefly with hypotheses concerning associations between self-evaluations of the "ability to do school work" and the variables of sex, race (Negro and white), and occupational level.